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ABSTRACT

This annual report covers the operational year between July 1, 1971, and June 30, 1972, of Tennessee's Program IMPACT: Community Service and Continuing Education. The primary emphasis during the year was the encouragement of multi-instructional cooperative programming. This program thrust resulted in the first major Statewide multi-institutional program developed under the leadership of a State Agency. Projects completed during FY 72 were as follows: Training Program in Adult Education; Carrying Questions of Public Policy to the Community at Large; Planning Workshop on Youth Employment; Small Business Management Training Program; Assisting Local Government Through Community Organization; Community Planning Seminar; Solid Waste Management Seminars; and Technical Assistance to Tennessee Cities (Intensified Management Consultation). Status reports are provided of projects in progress during the year: Community Services Center; Seminars in Community Problems; Continuing Development for Assessors of Property; Technical Assistance in Housing; Community Leadership Development for Community Action Agencies; Consumer Education; Comprehensive Consumer Education Project; Legal Rights for Low-Income Community Leaders; Urban Education for Present and Emerging Civic Leaders; Development of Statewide Governmental Training; Private Higher Education Approach to Community Service; Task Force Planning for Community Development; Management Training for the Disadvantaged Community; and Statewide Consumer Education I. The Administration of the program by the State and the program evaluation are discussed. (DB)

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program IMPACT

Community Service and Continuing Education
Higher Education Act of 1965-Title I

FISCAL YEAR 1972
ANNUAL REPORT
STATE OF TENNESSEE

HE 014 190

ED 072348

PROGRAM IMPACT: COMMUNITY SERVICE AND CONTINUING EDUCATION UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1972 ANNUAL REPORT FOR THE STATE OF TENNESSEE

Compiled by the

State Agency for Title I
Institute for Public Service
The University of Tennessee

December 15, 1972

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TITLE I OF THE HIGHER EDUCATION ACT OF 1965

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PREFACE

This Fiscal Year 1972 Annual Report has been compiled in accordance with the regulations and requirements established by the U. S. Office of Education for the administration of Program IMPACT: Community Service and Continuing Education, Title I of the Higher Education Act of 1965.

This report covers the operational year between July 1, 1971, and June 30, 1972, and provides information on project activity, completed projects, program administration, and program evaluation. It is an account of varied efforts by colleges and universities to utilize their unique resources to assist in the solution of priority community problems through continuing education for adults.

The primary emphasis during fiscal year 1972 was the encouragement of multi-institutional cooperative programming. This program thrust resulted in the first major Statewide multi-institutional program developed under the leadership of the State Agency. This developmental effort has produced an effective mechanism for cooperative programming among the participating institutions and agencies which can serve as a vehicle for other program interests of Statewide significance. In addition, the State Agency continued its efforts to refine and sharpen program focus and priorities and to increase involvement of the State Advisory Council and participating institutions in program development.

The State Agency is encouraged by the involvement of participating institutions of higher education in these important developments that put real meaning into the Title I acronym IMPACT--Institutions and Municipalities in Partnership Assisting Communities Through Teamwork. Future programming should build on this institutional cooperation and institutional-community partnerships.

Paul R. Martin, Jr.
Associate Director

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PART A

SUMMARY OF PROJECT ACTIVITY

DURING FY 1972

COMPLETED PROJECTS

PROJECT NUMBER	ACTUAL COST			NUMBER OF PARTICIPANTS
	FEDERAL	MATCHING	TOTAL	
68042001	17,499.61	17,499.61	34,999.22	1,690
70043013	12,000.00	6,771.37	18,771.37	N.A.
71033001	6,000.00	3,329.30	9,329.30	39
71034002	4,200.00	2,159.08	6,359.08	20
71025004	14,503.10	7,251.55	21,754.65	N.A.
71034007	4,855.59	2,427.98	7,283.57	24
71042009	3,200.00	1,958.06	5,158.06	673
71042010	34,699.87	17,349.93	52,049.80	N.A.
TOTALS: 8	96,958.18	58,746.88	155,705.06	2,446

PROJECTS APPROVED BUT NOT YET OPERATING

PROJECT NUMBER	ESTIMATED COST		
	FEDERAL	MATCHING	TOTAL
72042004	38,500.00	19,250.00	57,750.00
72018006	3,400.00	1,700.00	5,100.00
72042007	9,933.00	5,086.00	15,019.00
TOTALS: 3	51,833.00	26,036.00	77,869.00

PROJECTS IN PROGRESS

PROJECT NUMBER	ESTIMATED COSTS		
	FEDERAL	MATCHING	TOTAL
70024016	26,000.00	26,000.00	52,000.00
71008003	13,945.00	6,973.00	20,918.00
71042005	11,834.00	5,917.00	17,751.00
71004006	4,500.00	2,250.00	6,750.00
71042008	6,600.00	3,300.00	9,900.00
71033011	6,400.00	3,200.00	9,600.00
71042012	9,200.00	4,600.00	13,800.00
71042013	10,000.00	5,000.00	15,000.00
71043014	23,000.00	11,500.00	34,500.00
71042015	2,593.51	1,296.76	3,890.27
72032001	6,481.00	3,240.00	9,721.00
72042002	3,200.00	1,600.00	4,800.00
72042003	14,800.00	7,400.00	22,200.00
72042005	78,664.00	39,512.00	118,176.00
TOTALS: 14	217,217.51	121,788.76	339,006.27

PROJECTS CANCELLED: None

PART B

SUMMARY OF PROJECTS COMPLETED

IN FY 1972

PROJECTS OF SPECIAL CONCERN NATIONALLY:

Project Number	Special Concern Area
71034002	Model Cities
70043013	Urban Observatory
71033001	Urban Observatory

STUDENT INVOLVEMENT IN FY 1972 PROJECTS:

Project Number	Number of Students	Student Activity
68042001	2	Research/Data Collection
	2	Technical Assistance
	2	Inservice Training
70043013	10	Participation in and preparation of programs
71033001	5	Recorded, evaluated, constructed a model
71025004	8	Research/Data Collection
	2	Technical Assistance
	2	Community Organizers

PROJECTS CATEGORIZED BY GEOGRAPHIC AREA:

4 Urban

2 Metropolitan

1 Statewide

1 Eastern half of state

PROJECTS CATEGORIZED BY PRIMARY PROBLEM AREA:

2 Government

1 Youth Opportunities

1 Economic Development

1 Education/School System

3 Community Development

PROJECTS CATEGORIZED BY PRIOR HISTORY:

6 New Projects

2 Continuation of Urban Observatory program, but new projects under Title I

PROJECTS CATEGORIZED IN TERMS OF FOLLOW-UP ACTIVITY:

2 Accomplished purpose, no further plans

1 Continued in FY 1973 under Title I

2 Continued with other federal funding

3 Continued with non-federal funds

PROJECTS CATEGORIZED IN TERMS OF PRIMARY TYPE OF ACTIVITY:

4 1/2 Workshop/Seminar

2 1/2 Technical Assistance

1 Mass Media (Radio and Television)

PROJECTS CATEGORIZED IN TERMS OF MAJOR SOURCE OF NON-FEDERAL FUNDS:

2 State/local government

6 Institutional funds

ESTIMATED PERCENTAGE OF TIME SPENT BY PARTICIPATING FACULTY:

Percentage of Time	Number of Faculty
100%	2
75% - 99%	0
50% - 74%	1
25% - 49%	5
Less than 25%	4

DEMOGRAPHIC DATA ON ACTUAL PARTICIPANTS IN PROJECTS COMPLETED:

A. Sex

Males:	1490
Females:	946

B. Age

Under 21:	7
21 - 35:	799
36 - 55:	687
Over 55:	255

DEMOGRAPHIC DATA ON ACTUAL PARTICIPANTS IN PROJECTS COMPLETED: (Con't)

C. Educational level

Elementary:	0
Junior High School:	1
Senior High School:	19
College below Baccalaureate:	43
Baccalaureate:	1332
Graduate or Professional:	354

PART C

NARRATIVE REPORTS OF PROJECTS

COMPLETED DURING FY 1972

TRAINING PROGRAM IN ADULT EDUCATION

68042001

An effort aimed at improving the broad field of adult education in Tennessee, conducted by The University of Tennessee, Knoxville

PROJECT DIRECTOR

Dr. John M. Peters
Associate Professor,
Continuing and Higher Education
15 Henson Hall
The University of Tennessee
Knoxville, Tennessee 37916

PROJECT FUNDS EXPENDED

Federal	$17,499.61
Matching	17,499.61
TOTAL	$34,999.22

COMMUNITY PROBLEM: The need for this project was based on the shortage of trained adult education personnel in the State of Tennessee, and the need for more effective local and State adult education programs. Approximately 1.25 million adults 25 years and older have less than a high school diploma. More than 700 teachers are employed to help raise the educational level of this portion of Tennessee's adult population, yet less than 5% had formal training in adult education at the beginning of this project. None had a degree in adult education. It is estimated that less than 1% of professional adult educators in other adult education agencies have formal training in their field. University capabilities in graduate level training in adult education are limited. At the beginning of this project, only one other State university offered courses in adult education. None had a degree program. Research in adult education and off-campus training opportunities were severely limited.

PROJECT OBJECTIVES: The Training Program in Adult Education had as its purpose, the improvement of the broad field of adult education through graduate and undergraduate education, research, and extension programs. More specifically, it sought to: (1) contribute to the professional development of adult education teachers, administrators, researchers, and program planners by providing a graduate program in adult education; (2) increase the effectiveness of adult education practice through in-service training programs and consulting activities; and (3) advance the body of knowledge in adult education through faculty and student research.

PROJECT OPERATIONS: The project employed graduate workshops, institutes, local consultation activities, and faculty and student research to accomplish its objectives.

A Master's Degree program was developed in accordance with objective one of the project. The M.S. program offers thesis and non-thesis options with maximum opportunity for individualization of course work and research activities.

Graduate education was provided by a faculty of three professors, one of whom served as project director and instructor in the area of adult education. An effort was made to involve as many outside professional educators as possible in the instructional program. Among the guest instructors were community college presidents, deans, directors, and other university faculty members.

Off-campus courses were taught during at least two quarters per year in the Chattanooga and the Tri-Cities area of Tennessee.

In-service training activities consisted of week-end workshops and two-week institutes, primarily aimed at adult basic education personnel. The workshops and institutes focused on practical problems faced by supervisors and teachers, and were largely staffed by project personnel and selected consultants.

Consultation activities consisted of visits by the project director to local adult education programs where problems were treated on an individual basis. This "field service" activity was designed to extend the resources of the University beyond those normally available through graduate education and in-service activities.

Faculty and student research and development activities consisted primarily of applied projects with direct implications for adult education practice. Most activities related to the development of training materials for adult basic education teachers.

PROJECT EVALUATION: The following are representative of major project accomplishments during the period January 1, 1970 - March 21, 1972.

1. Graduate Education:

A. The Master of Science in Adult Education was given final approval in September, 1971, by the Tennessee Higher Education Commission.

B. Seventeen graduate courses were developed by the project staff or transferred to the parent department during the project period. A total of 63 quarter hours of credit was made available to graduate students in adult education.

C. Three hundred eighty-five enrollments were counted in adult education courses since the Spring quarter, 1970.

D. Five students are expected to receive Master's Degrees in 1972.

2. In-Service Education and Consulting Activities:

A. The project director conducted 16 weekend workshops and three two-week summer institutes during the project period. Approximately 1100 adult education teachers and supervisors participated in the in-service activities.

B. The project director served on a state-wide planning committee designated by the State Department of Education as the planning agent for all staff development activities relating to adult basic education personnel.

C. The project director made approximately 225 visits or other contacts with local adult education programs during the project year.

3. Faculty and Student Research and Development:

A. A Self-instructional Teacher Training Package (SITT-P) was developed in the Spring of 1971, and field tested during the last nine months of the project year. A series of SITT-P's will be developed during the next year with the aim of extending the parent department's teacher training capabilities.

B. An Adult Learning Center was established on the U.T. - Knoxville Campus in late 1970. The Center represents a joint effort by the University, the State Department of Education, and the Knox County Schools Adult Education Program. The Center not only offers regular elementary and secondary educational opportunities for adults, but provides a base for teacher training and research activities for faculty and students. An example of the latter is the recent development of a set of learning packages in the area of mathematics for adult basic education students. The packages are currently undergoing field tests and will later be disseminated to local adult education program personnel.

The success of the project can be attributed to strong support provided by the University administration, cooperation by faculty members, and much improved cooperation by the State Department of Education and its local program personnel. Credit must also be given to the Southern Regional Education Board for contributing supplementary funds for project activities.

The project will continue in its present form, with the support of University funds.

One of the strongest features of the project was its off-campus activities. Worthy of dissemination would be the model employed by the project staff in an effort to extend to local educational personnel the full benefits of University resources and capabilities. The close working relationship of the project staff with the local public school adult education program is further illustration of University-community cooperation.

INSTITUTIONAL IMPACT: The changes in curriculum are reflected in the new courses in adult education and the establishment of a degree program. The University has assumed support of the project director's salary and has provided operational expenses for project activities. The project has generated several additional projects during the reporting period. These include:

1. A grant from the U. S. Office of Education and Morehead State University to study the feasibility of a series of self-instructional teacher training packages.

2. Two contracts with TVA, one to study adult education agencies and programs in Tennessee and another to research the nature of adult learning.

3. An adult learning center on campus, described in the preceding section.

4. A close working relationship with the State system of community colleges. (At the time of this writing, a new grant from Title I has been approved, with the aim of assisting local public community colleges to upgrade their continuing education and community services programs.)

COMMUNITY IMPACT: Only indirect evidence exists relative to the impact of this project on adults who participate in local adult education activities. However, it is assumed that the quality of instruction and educational leadership has improved on the part of more than 1300 professional educators who have been reached by the project's activities.

All local consultation activities were accomplished in cooperation with representatives of local agencies.

In-service education programs were developed in collaboration with local and state representatives of the State Department of Education, as well as teachers to be reached by the in-service programs.

The project has been influential in extending the scope of training activities sponsored by the State Department of Education.

AREA SERVED BY THE PROJECT: East Tennessee

PRIOR HISTORY OF THE PROJECT: New Report

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Dr. John M. Peters	Associate Professor	Adult Education	60%
Dr. William Coffield	Department Head	Higher Education	10%

STUDENT INVOLVEMENT:

Activity	No. of Students
In-service Training	2
Local Consultation	2
Researchers/Data Collectors	2

DEMOGRAPHIC DATA: Adult Basic Education teachers comprised the largest group of participants (78% of a total of 1690 participants). The remainder were A.B.E. supervisors, counselors, Vo-Tech education personnel, community action agency personnel, community college personnel, and industrial training personnel. The project was intended for all the above participants.

PROJECT MATERIALS:

Directory of Agencies in Tennessee Offering Educational Programs for Adults
SITT-P Series in Reading: Using the Cloze Procedure
A Feasibility Study for Development of a Self-Instructional Training Kit for Teachers of Adult Basic Education
also: Various Syllabi and Outlines for Workshops

Contact the project director for copies of the above materials.

RELATIONSHIP TO OVERALL STATE PROGRAM: This was one of two projects funded in FY 1968 as a result of a cooperative effort by the USOE Region IV Adult Basic Education Program Officer, the Tennessee State Department of Education, the State Agency for Title I, and the two participating institutions to develop a comprehensive approach to the need for a higher education program in adult education in Tennessee. The funding of this project under Title I initiated a program effort when other funds were not readily available and fostered a cooperative working relationship among the various agencies involved in adult basic education. The activities have established a professional training program in adult education that is consistent with Title I's goal of strengthening the community service and continuing education capability of institutions of higher education. This Title I project enabled The University of Tennessee, Knoxville, to participate in a more comprehensive program in adult education funded through the Southern Regional Education Board.

CARRYING QUESTIONS OF PUBLIC POLICY TO THE COMMUNITY AT LARGE

70043013

An Urban Observatory program using mass media to inform the residents of Nashville-Davidson County on matters of public policy; conducted by Vanderbilt University, Nashville, Tennessee

PROJECT DIRECTOR

Dr. Nicholas Sieveking
Executive Director, Urban Observatory
Nashville, Tennessee 37212

PROJECT FUNDS EXPENDED

Federal	$12,000.00
Matching	6,771.37
TOTAL	$18,771.37

COOPERATING INSTITUTIONS OF HIGHER EDUCATION

Fisk University
Meharry Medical College
The University of Tennessee at Nashville
George Peabody College for Teachers
Tennessee State University

COMMUNITY PROBLEM: Residents of Metropolitan Nashville and its immediate environs are in need of a basic understanding of community development: natural processes in the growth and development of urban areas, the costs associated with these occurrences, and the benefits and disadvantages which might reasonably be expected to follow any given line of governmental action. The Urban Observatory of Metropolitan Nashville-University Centers has most recently been working in the area of training community leadership to examine and deal effectively with problems of government, education, and the quality of life in the region. The community problem upon which this program focused is a traditional problem of government: what means exist to mediate conflict in public-policy questions in a manner consistent with principles of a participatory democracy? This project continued the Urban Observatory's already considerable progress in establishing and nurturing relationships between individuals within Metropolitan government and the Nashville university community in a variety of disciplines and areas of responsibility. The reduction of sterotyped behavior vis-a-vis those "in the other camp" has been a rewarding outgrowth of the Urban Observatory's effort to date: the present tangible outgrowth of the effort may be the joint development of urban research projects by academics and officials, making use of funding possibilities unavailable to either one group separately.

PROJECT OBJECTIVES: The objectives of this program were: (1) to produce greater "voter sophistication" in urban problems; (2) to inform community decision-makers (voters, board members, etc.) concerning the complexity of issues faced by local government in daily operation; (3) to provide a "reporting-out" mechanism for the Research Agenda Planning (RAP) Groups begun under Fiscal Year 1970 Proposal Number Three; and (4) to deal with community conflict be establishing "neutral grounds" where traditionally conflicting interests may meet over common problems and discuss topics in new lights.

PROJECT OPERATIONS: Broadly, the objectives of this project were to translate applied urban research findings and other urban information into a program of continuing education for consumption by the general public through the electronic news media. The participants in the Urban Observatory Research Agenda Planning (RAP) groups, who represent government agencies and academic departments, provided much of the program

content in discussions of their respective areas of interest. Additional program content was derived from specific research results of the Citizen Attitude Survey, which is still in the process of being translated to the community. Undergraduate students, RAP group members, and Urban Observatory staff were involved in various aspects of program preparation.

In the course of developing these programs, a set of objectives and guidelines for Urban Observatory Educational Programs was established to ensure the presentation of objective community education. These guidelines will be of continuing use as the Observatory proceeds toward its goal of presenting the results of urban research for public consumption.

During the development of this project, the Observatory established a hopefully continuing working relationship with the media in Nashville. This development, however, was slow due to the lack of an Observatory staff person, experienced in the preparation of radio and television programs. The media offered ample time for program presentation, but were unable, however, to supply sufficient personnel in the development of programs. As a consequence of this personnel deficit, all potential program time was not completely filled.

The summary outline of Observatory programs, given below, illustrates the diversity of the issues brought before the public as well as the relevance of Observatory programs to urban affairs issues which are currently confronting the public.

WLAC Radio

Feature reports on topic of Emergency Medical Services Interviews with the following persons were presented at irregular intervals during Winter, 1970-71:

Dr. William Baker, member of the Health RAP group
Mr. Billy Talbert, co-chairman, Health RAP group
Dr. James Johnson, former Director of Emergency Service, Kingsport Hospital
Mr. Bob Loflin, member of Health RAP group
Dr. Nicholas Sieveking, Executive Director, Urban Observatory

"The Wirewall"

November 29, 1970 (2 presentations) and December 6, 1970 (1 presentation)

Topics: The interstate fence and private property rights
The highway and urban renewal problem
The black man and the white power structure
The need for black organization and togetherness
The impact of highway programs on the Nashville black community

(This program was prepared but not sponsored by the Urban Observatory because it did not meet established standards of objectivity.)

"Health Care"

December 20, 1970 (2 presentations) and December 27, 1970 (1 presentation)

Topics: Emergency room conditions
Functions of the Urban Observatory RAP groups and activities of the Health RAP group
What is a good medical referral system?
Differentiations between personal-social and medical emergencies
Planning for health delivery systems in Middle Tennessee

(WKDA)

Address of Dr. David Ross
Oak Ridge National Laboratories
March 18, 1971
Topics: Proposed region-wide Pollution Control Agency for the TVA Valley

WPLN FM Radio

Interview with the Urban Observatory Director
February 1 and February 7, 1971
Topics: Emergency medical services in the Mid-State
White attitudes toward school desegregation
Potentials for solving urban problems in Nashville

WPLN FM Radio

Address by Dr. David Rose (Oak Ridge National Laboratories)
February 26 and March 4, 1971
Topics: Proposed region-wide Pollution Control Agency for the TVA Valley
National pollution problems
The need for new organizations to deal with pollution

(WPLN)

Discussion among Urban Observatory, Metropolitan Nashville Education Association, Parent-Teacher Association, and City Council representatives concerning the Metropolitan budget and the Metropolitan School System
March 11, 1971

Interview with Dr. Charles Goshen, co-chairman, Health RAP group
March 22, 1971

Topics: Emergency Medical Services
Drug Abuse Education
Urban Medical Problems

Discussion among Urban Observatory Transportation RAP group members concerning transportation problems and solutions for Nashville
April 16, 1971

WLAC Radio

Interview with the Urban Observatory Director
March 10, 1971
Topics: The Urban Observatory structure and purpose
Emergency medical services in the Mid-State

News coverage on the Health RAP group's identification of emergency medical service needs.

WKDA AM and FM Radio

"Police-Student Rap"
November 22, 1970 (3 presentations) and November 29, 1970 (1 presentation)
Topics: Police-Student relations
Control of demonstrations
Rights of demonstrators and rights of others
Violence against police
Use of force by police
The university as a place of protest

WSM and WSIX Television and Radio

News coverage concerning White Attitudes toward School Desegregation and the Role of the Media in Race Relations (Preliminary Citizen Attitude Survey Report, Local Supplement)

December 3, 1970; December 4, 1970; December 5, 1970

WSM Radio

Interview with Urban Observatory Director
May 15, 1971
Topics: Discussion of Citizen Attitude
Research Results
Urban Problems and Opportunities in Nashville

WLAC Television

March 5, 1971

First Saturday Town Council:

"Emergency Medical Service Plan for Survival"

Mr. Billy Talbert, co-chairman, Health RAP group, appeared with 4 panelists representing various areas concerned with Emergency Medical Services.

PROJECT EVALUATION: Electronic media were chosen for communicating issues related to urban affairs since these media enable the Observatory to reach the largest possible audience. The listening audiences of the stations televising or broadcasting the programs were diverse and represent a true cross-section of the Nashville population. It is thought that the presentation of public affairs programs at this time was quite advantageous since it capitalized upon increased interest in local public education programs following revised FCC guidelines and the local impact of the Title I, HEA, sponsored Mass Media Consumers Conference at Tennessee State University.

The success of such public programs aired on the media is very difficult to measure in terms of effectiveness and achievement of desired objectives since it is not possible to directly question the recipients of the programs without extensive survey research. The willingness of the stations to provide air time is, however, a positive indication that the Observatory's efforts in the public affairs field has been fruitful and worthwhile.

INSTITUTIONAL IMPACT: The major impact of this program has been in a demonstration that it is possible to develop interesting community service programs based upon current urban information. Students have become involved in this process as part of their course work; faculty have participated in the development of public education guidelines and of

program content. The development of such programs will be continued by the Observatory as its research projects begin to pay off in the provision of information relevant to Metropolitan Nashville. It is a stated policy of the Observatory to communicate research findings to policy makers and to citizenry as rapidly as feasible. This project shows that such can be done by use of electronic media.

COMMUNITY IMPACT: The primary problem attacked by this Title I project was the insufficiency of widely circulated information on urban problems in Nashville. The initiation and continuation of a program which will provide objective information to citizens should permit citizens to make more wise choices and to formulate more realistic attitudes about local urban conditions.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Dr. Nicholas Seiveking	Program Director	Psychology	17%
Wanda Denny	Program Assoc.	not applicable	100%
William Stack	Program Asst.	" "	100%

ogram Development Committee:

Faculty	Activity	Discipline	% of Time
Dr. J. R. Newbrough	Program Development	Psychology	11%
Dr. Benjamin Walter	P.D.	Pol. Science	4%
Mr. Parker Coddington	P.D.		4%
Dr. Calvin Atchison	P.D.	Psychology	1 1/3%
Dr. Stanley Smith	P.D.	Sociology	1 1/4%
Dr. Charles Zuzak	P.D.	Pub. Admin.	1/3%

STUDENT INVOLVEMENT:

Activity	No. of Students
Participation in and preparation of programs (e.g. taping, editing tapes, developing interviews)	10

RELATIONSHIP TO OVERALL STATE PROGRAM: This was the third in a series of projects funded in conjunction with the Nashville Urban Observatory. The Urban Observatory concept of a partnership between the resources of higher education and metropolitan government in action programming to meet the needs of our cities is the epitome of the Title I Community Service Program. This project attempted to provide the Nashville community with information on the current issues of public policy in an effort to produce a more informed citizen participation in the local decision-making process. The State Agency recognizes that a basic characteristic of all problems is the lack of effective communication; this project was one attempt to alleviate this situation in the Nashville area.

PLANNING WORKSHOP ON YOUTH EMPLOYMENT

71033001

An Urban Observatory project aimed at improving working relationships and coordination among the agencies that affect youth employment in Nashville-Davidson County; conducted by Tennessee State University, Nashville, Tennessee

PROJECT DIRECTOR

Dr. James Dennis, Sr.
Assistant Professor
History & Political Science
Box 731
Tennessee State University
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$6,000.00
Matching	3,329.30
TOTAL	$9,329.30

COOPERATING INSTITUTIONS OF HIGHER EDUCATION

Fisk University
Meharry Medical College
Vanderbilt University
George Peabody College for Teachers
Tennessee State University
The University of Tennessee at Nashville

COMMUNITY PROBLEM: Two segments of Nashville youth (dropouts and non-college bound high school graduates) are generally unemployed and/or under-employed. Part of this is due to a lack of coordinated information about available jobs and poor interrelationships between agencies (schools, employment service centers, and business) who service these youth.

The task of the project was an evaluation of the current situation through groups involved including personnel from schools, employment services, business and students, who met for eight half-day sessions for this evaluation. Specific problems were identified and a model proposed to solve the overall problem. A period of model testing under the auspices of the Urban Observatory served as a follow-up. The follow-up consisted of key persons in the whole process evaluating the whole process and making final criticisms and recommendations.

PROJECT OBJECTIVES:

a. To provide a legitimate forum for the continuing interaction of the Employment Security Department, the Metropolitan School System, and the Urban Observatory through one of its participating institutions, Tennessee State University.

b. To develop a plan of action by and through which the Metro schools and Tennessee Employment Security can alter their present relationship and provide more adequate and appropriate services to youth leaving schools either through dropping out or graduation.

c. To involve business in a concerted plan of action that will maintain policy-altering contact between various business interest organizations (like the Chamber of Commerce) and State Employment Security at a level that will facilitate job opportunities for the type of prospect that normally (drop-outs and high school grads) use employment security for placement.

d. Prime Objective: To construct a model for realizing the above objectives.

PROJECT OPERATIONS: The Workshop format is as follows. There were eight half-day sessions during which the workshop was conducted.

First Session - Orientation

All participants met in one group (consultants, documentor-recorders, school counselors, employment security personnel, school students, business personnel) and reviewed the proposal each had received previously by mail. Purposes and goals were clarified and everyone became acquainted.

After about 40 minutes those in the same area of concern with reference to employment (i.e., students together, school counselors together, business together, Employment Security together) met together. Each group had a consultant/facilitator and a documentor/recorder at each succeeding session.

About an hour and a break later interconnecting groups were formed (one or two from each concern area) with the task of listing problems and difficulties as these multi-concern groups saw them. There was some discussion of priorities.

Second Session

The whole group met together while one person from each concern group made a presentation of the typical process their group performs in the employment picture. Only the persons in the concern group were allowed to question the presenter or add their differences to the process. A verbal listing of priorities and programs of each were included here. This session lasted over two hours.

Third Session

The whole group met together to set up criteria of acceptability for the desired model. After about half an hour each multi-concern group met to write down and modify the whole group list.

Multi-concern groups met again to discuss all problems and difficulties. Each made a list of priorities of problems as related to this workshop and its objectives. These were ranked 1 to 7 individually and not sequentially (see 2nd Session).

The whole group met and farmed out various areas of criteria to each multi-concern group. Each group met for about an hour.

Comment: Most problems of communication between school system and employment security were clear at this point.

An advisory group formed prior to the program was called and held a meeting before the next session. This group included representatives from the urban observatory, supervisors from employment security, supervisors of guidance personnel from the school system, the Chamber of Commerce, the Mayor's office and some other interested agencies. The result was some pressure on the school system and employment security to cooperate more.

Fourth Session

The whole group met together for reorientation as to program purposes and limitations. Nearly two hours was spent on this (a general rap session).

The whole group met to revise the criteria for model acceptability. Each point on the sheet was carefully considered.

Fifth Session

Multi-concern groups met to determine how to proceed from that point. It was suggested that homogeneous groups meet and each draw up a model of their own.

Each homogeneous group met and compiled its ideas in simple step-by-step form except for the students who prepared a simple diagram.

Sixth Session

Each homogeneous group explained its model and accepted criticisms.

Multi-concern groups met to form one proposed model to be used for whole group.

Seventh Session

Model composition

Eighth Session

Short-session to check model features as finalized by documentor/ recorders and director.

PROJECT EVALUATION:

Successes

It was initiated and involved all the groups envisioned in the proposal.

Sessions were held that allowed interchange between these groups.

Some plans were made providing continuing interchange between the groups.

A tentative model was constructed.

Failures

There was insufficient follow-up because of a lack of resources, time, and the time of the year for the model to be adequately tested.

Business involvement was not as total as the school system and employment security because there was no bureaucratic chain to synchronize activities or monolithic structure to make binding decisions.

Real continuity was lost because of program interruption in the interest of program brevity.

If this program is revised for continuation it should be carefully restructured to provide a continuing facilitating agency (separate from the components in the employment picture) that can both direct and evaluate the processes involved. This project has terminated but this kind of program could be of value elsewhere if its term of operation were lengthened.

INSTITUTIONAL IMPACT: The project continued on a broader scale the cooperation between Vanderbilt University and Tennessee State University. Tennessee State and Vanderbilt are both represented on the Board of the Urban Observatory, but until this project was approved there was little contact at the lower level of program implementation. However, there are no known changes as a result of this program in organization, curriculum, budget, community service program or otherwise. There are no plans at present to continue this program. Many of its objectives are the same as those of other programs in the community.

The school system's guidance division broadened its contact with the State Employment Security Agency here. Six school guidance counselors were involved with an equal number of counselor-interviewers from Employment Security in administering and interpreting tests given at seven high schools. About 330 students were tested as this part of the workshop. First, several conferences were held between Mrs. Pease, supervisor of guidance counseling in the school system and Mrs. Virginia Caldwell, supervisor of counselor interviewers at Employment Security. Unlike in the past years these school counselors were trained to interpret the G.A.T.B. (General Apptitude for Training Battery) test. Each counselor had a contact person at Employment Security with whom they cooperated with on the test. Plans to continue and extend this contact have been made. At a final meeting on May 24, 1972, at the Office of Employment Security between these two groups, pledges to work with the model as feasibility permits were made.

After much arranging and rearranging a meeting between the business community (represented by the Chamber of Commerce and the Employers Merit Employment Council) and Employment Security (represented by the Commissioner, Deputy Commissioner, Director and Deputy Director of Employment Security) was held May 25, 1972.

COMMUNITY IMPACT: The project itself involved the local school system and the State employment agency as principal parts, and there was no real need to involve other groups. No new agencies, organizations or groups have resulted from this project. The service capability of the two above agencies have been somewhat enhanced on this specific problem.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
James Dennis	Project Director	Pol. Science and History	25%

STUDENT INVOLVEMENT: Graduate students from Tennessee State University were involved as documentor/ recorders.

Activity	Number
1. They attended the sessions and kept a record of what was said and what decisions were made. 2. They compiled the materials and presented a unified report each time the group met. 3. They assisted the director in evaluating the Workshop. 4. They helped construct the model out of the suggestions and recommendations of the participants.	There were five students used who were enrolled in the graduate guidance program in the school of education. Three of these were present at every session and the other two served a back-up function.

PROJECT PARTICIPANTS:

Each group in the problem area was well represented in the sessions. This included personnel from Employment Security and area businesses. Also present were students and dropouts (the beneficiaries of the project), school counselors, and service agency personnel.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was conducted as a part of the Nashville Urban Observatory program. This project served as a catalyst to bring the Metro Nashville schools, State Employment Service, and interested businesses together in an effort to achieve a more coordinated approach to the employment/placement problems of dropouts and graduating students. This project facilitated communication among these groups as they worked on a community-wide problem. The objectives of this project were consistent with the Statewide goals to improve Community Economic Viability and Human Resources.

SMALL BUSINESS MANAGEMENT TRAINING PROGRAM

71034002

A project in conjunction with the Model Cities Program to improve the business skills of small business owners and managers in Cookeville; conducted by Tennessee Technological University, Cookeville, Tennessee

PROJECT DIRECTOR

Mr. Norris L. Hickerson
Chairman, Civil Engineering
Tennessee Technological University
Cookeville, Tennessee 38501

PROJECT FUNDS EXPENDED

Federal		$4,200.00
Matching		
Institutional	90.72	
Model Cities	2,068.36	2,159.08
TOTAL		$6,359.08

COMMUNITY PROBLEM: One of the significant problem areas uncovered during the first year research for the Cookeville Model Cities Program may be described in terms of the following factors: (1) the lack of small business enterprises, particularly service businesses, to serve both the Model Neighborhood and the city at large; (2) the lack of business skills in the existing small business enterprises; and (3) the lack of opportunity for potentially successful small business operators to obtain and develop technical business skills that would insure the long term viability of their endeavors. The core of the problem is the lack of practical training and business management skills; most of the small business operators in the area are craftsmen or tradesmen with skills in their trade but not in business management.

PROJECT OBJECTIVES: The objectives of the program are: (1) to provide training in basic business skills to small businessmen, particularly those in the model neighborhood, to increase the long term viability of their enterprises, and also increase their opportunities for significant growth; (2) to determine, by the administration of a basic business knowledge questionnaire at the outset of the program, the level of business skills in the subject group; (3) to provide the opportunity for these men to meet with each other in group sessions to discuss common and individual business problems, to assist one another in recognizing both problems and solutions, and to have the opportunity to collectively have business professionals examine and discuss their problems; (4) to provide small businessmen with specific consultative assistance beyond their financial capabilities, to help them to grow and prosper, to become more important contributors to the business and social community; and (5) to help small businessmen better manage their business enterprises, so they will have greater opportunity to add to their staffs, and to provide additional employment opportunities, particularly in the Model Neighborhood area.

PROJECT OPERATIONS: The topics covered in this project were: why start a business and what to consider; financing a business; business law, finance, and taxation; accounting and bookkeeping; advertising and display; selling and sales training; manufacturing; retailing and services.

In addition to the institutional personnel, local business leaders and agency heads were involved as discussion leaders in the weekly, two-hour sessions.

PROJECT EVALUATION: The objectives stated in the application for Title I funds are those which most clearly reflect the targets of the program in its inception stage. Of those five objectives, three appear to have been reached very well by the program. The remaining two have one significant problem, that of the model neighborhood. Attraction of model neighborhood residents and the creation of employment opportunities in the model neighborhood itself were not achieved; part of the problem is definition in the objectives, part of the problem is the lack of model neighborhood businesses in general, and certainly part is the fault of the program in reaching into this neighborhood effectively. Each objective and the result is dicussed in detail below.

1. The first objective was to provide training in basic business skills to all small businessmen, particularly those in the model neighborhood, to increase the long term viability of their enterprises, and also increase their opportunities for significant growth.

The program did provide training to all small businessmen who reacted to notification about the program, and it did provide training in basic business skills. Particular emphasis was taken with the program to avoid strictly academic approaches to any portion of the training.

The program did not reach effectively into the model neighborhood, although at least part of the program was definition; there are very few businesses in the model neighborhood, and most of these are quite basic, (and rather successful).

It would appear from the feedback during training sessions that the program did increase the long term viability of the businesses operated by those in attendance. To determine the significant growth will be a long term evaluation.

2. The second objective was to determine, by administration of a basic business questionnaire at the outset of the program, the level of business skills in the subject group. The program will then be designed to meet these deficiencies.

This objective was achieved; the questionnaire was given to all those in attendance at first sessions, and then the final program was structured to meet these needs. Changes and additions in the program were made during its term to meet needs and desires of students.

3. The third objective was: to provide the opportunity for these men to meet with each other in group sessions to discuss common and individual business problems, to assist one another in recognizing both problems and solutions, and to have the opportunity to collectively have business professionals examine and discuss their problems.

This objective was also met; the sessions were active discussions of both course material and individual problems. In addition, many attendees remained well after class closing to discuss both with the teaching staff and other businessmen their specific problems. One of the most significant features of the program would have to be the active and consistent participation of those businessmen who attended regularly. The infrequent attendees were not as active in their participation.

4. The fourth objective was: to provide the small businessmen with specific consultative assistance beyond their financial capabilities, to help them grow and prosper, to become more important contributors to the business and social community.

The program provided both specific and general consultative help, although scheduling of on-site work was a problem. The growth and prosperity is very much a long term consideration, and it is impossible to tell at this point whether there will be any growth or prosperity resulting from the program.

5. The fifth objective was: to help small businessmen better manage their business enterprises, so they will have greater opportunity to add to their staffs, and to provide additional employment opportunities, particularly in the Model Neighborhood area.

The feedback during and after the course instruction would indicate that we have improved the ability of some of the course attendees to manage their businesses; this is probably much more applicable to those who regularly attended than the infrequent attendee. The ability to add to staffs and to increase employment opportunities is a long range evaluation; there does not appear to be any staff increase or increase in employment in the business of any attendee at this time.

The outcome most worthy of dissemination to other states and institutions would appear to be the need for this type of ongoing education for businessmen who have no practical or permanent access

to any expansion of their basic business learning. Nearly all of the individual participants in the program are solid, stable business managers or owners with little opportunity to back off from their day to day operation problems, and expand their understanding of their business and their ability to resolve problems within it. These managers, from our experience, need a good deal of individual attention, the availability of specific assistance when necessary, and the ability to meet with one another in open session to resolve problems common to all.

The Cookeville Model Cities Agency has included the project in its program for the coming year.

COMMUNITY IMPACT: The planning of the project involved not only Model Cities administrative personnel and University representatives, but the Economic Development Task Force of the Model Cities program and a working advisory board of small businessmen within the community. These groups were involved in the initiation of the proposal in the planning and development of the project and in its evaluation as well. No new community agencies, organizations, or groups have been established to date as a result of this project, although there is considerable interest on the part of both the business community and the Model Cities Administration for a continuation or expansion of the program as originally presented.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
James A. Harvey	Instructor	Marketing	10
Marvin Adkins	Instructor	Sales	10
S. S. Mackay	Instructor	Management	30

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded in conjunction with the Cookeville Model Cities Program, which provided most of the local matching funds. This project was designed to meet Statewide Title I goals in improving economic and human resource development and attempted to meet a specific need of the Model Neighborhood area. This project strengthened the working relationship between Tennessee Technological University and Cookeville and its Model Cities Program.

ASSISTING LOCAL GOVERNMENTS THROUGH COMMUNITY ORGANIZATION

71025004

A community development project involving four Middle Tennessee cities; conducted by Middle Tennessee State University, Murfreesboro, Tennessee

PROJECT DIRECTOR

Mr. Curry Peacock
Assistant Professor of
Political Science
Middle Tennessee State University
Murfreesboro, Tennessee 37130

PROJECT FUNDS EXPENDED

Federal	$14,503.10
Matching	7,251.55
TOTAL	$21,754.65

COMMUNITY PROBLEM: One of the greatest aspects of the urban crisis facing the United States has been the increasing alienation of the local citizen from his local government. The loss of communication between elected officials and government has manifested itself in community violence, protest, and/or citizen indifference to pleas of assistance and cooperation from the governing body. Many communities would like to develop meaningful functional neighborhoods in which individual citizens may have a sense of belonging and participation in shaping his environment.

The project sought to assist local communities by creating a communications mechanism designed to make the local citizen cognizant of community problems and create a means of support for alternative solutions to these problems. The program sought to attack the specific problems cited above by the establishment of a communication system to bridge the gap between the formal governmental structure and the citizen.

PROJECT OBJECTIVES: The objectives of this program were as follows: (1) to establish a method of communication between local governments and citizens in selected neighborhoods by the establishment of neighborhood development corporations; (2) to inform citizens of the community about the responsibilities of the local government in servicing the neighborhood and the various constraints (fiscal, legal, governmental, etc.) hindering the full rendering of these services; (3) to create an awareness on the part of local government of the needs of the local citizens in the areas of services and facilities; (4) to provide a means for the local government to identify priority areas in which it feels the neighborhood development organization can be of service to the local government such as recreational development; (5) to encourage local citizens to involve themselves in activities which will create community spirit and cooperation and a sense of belonging to the overall community; (6) to create an awareness in the community of the potential of establishing programs of significant benefit such as recreation, housing, consumer education, job development and training; and (7) to develop the capacities of citizens to establish procedures and lines of communication to provide local projects.

PROJECT OPERATIONS: Project content: assisting local governments was the main goal and the route used was historic preservation, housing and recreation, auto debris removal and code enforcement and environmental studies.

Format and methods: utilization of staff recommendations to appropriate officials, speeches and public presentations, photographic displays, etc.

Personnel: Staff

Curry Peacock	Assistant Professor
David Huddleston	Student Assistant
Charles Lea	" "
Ken Apmayauphongs	" "
Sam Bagget	" "
Wanda Neill	" "
Gale Peacock	Typist and clerical worker

Sessions: primarily meetings with personnel involved in local communities of short (2-3 hour) duration.

PROJECT EVALUATION: In general the program evaluation undertaken by the staff indicates the project was a success. Each of the specific objectives was met, some more effectively than others. The objective of creating communication devices was good although existing organizations were used more generally than initially anticipated. Working with neighborhood groups as the primary unit has not proven to be as effective a measure as was first thought. The staff shifted from this vehicle to civic, professional and/or service groups which have a community conscience. The main deficiency was not having the time (each community could almost have become a full time job) to focus on this broad area of concern - contact of the citizen with his government.

There were a number of problems encountered that should be enumerated.

1. The initial request did not define problem areas. The sharpening of focus done on the community level resulted in involvement in activities which have a low Title I priority. Future projects should have this step completed; however, as time consuming as this task is, it is difficult to do without having the time and resources to do so.

2. Content areas selected are very broad, easy solutions are difficult to find and consequently, the most significant outcome in nearly every case will be some type of report. The open-ended nature of the project makes closure impossible. However, the staff will be able to continue to project beyond the project period.

3. There were 3 operational problems involved in the program:

   a. the released time mechanism has its limitations when used on a project because of the press of other department activities and the failure to reduce teaching loads under 3 preparations.

   b. when unable to get two graduate assistants, the staff was faced with difficulties from continually changing student workers from semester to semester. This produced some inefficiency and prevented optimum carry-over.

   c. the fragmented nature of work in four different communities had its problems in terms of movement and travel.

Certain elements of the program will be continued by the staff beyond the Title I period. These include historic preservation, environmental study, and the Murfreesboro housing project. The Political Science Department will continue to encourage the involvement of its faculty in the program. Specific fundings under categorical programs in these areas will be sought.

INSTITUTIONAL IMPACT: The major accomplishment for the University has been the opportunity for involvement of its personnel through the mechanism of released time to work in the four communities. Without the vehicle of Title I the University would not have been able to commit its staff to these projects. These activities have helped the University get out into the community, build good will and ultimately to utilize the community service experience in upgrading the quality of classroom teaching.

The project has also helped the student become involved in real-life, practical community activities. Working with a housing program for example, they are able to experience the need for concentrated housing code enforcement program but become aware of the problems faced by those people, especially the elderly who are forced out of their homes without having adequate replacement housing available. After working in this area the student is aware that the problem is complex and code enforcement cannot be initiated with concurrent relocation and rehousing programs.

The University, for the first time, requested $50,000 in its 1972-1973 fiscal year budget to carry on community activities such as this. Although the final legislative budget did not contain this item it is

gratifying to see MTSU beginning to expand its concept of the regional university to include community service. Until the budget contains such an item it is anticipated that MTSU will continue to authorize the filing of applications requesting funding for related programs.

COMMUNITY IMPACT: Probably the most significant contribution of the program to the communities is the actual utilization of efforts. For example, the removal of an abandoned automobile in Lebanon means the elimination of a hazard for small children, a potential health hazard with the breeding of vermin, and an esthetic blot in the neighborhood and a source of friction among neighbors. Although these impacts are difficult to measure, they are, nonetheless, benefits that accrue to the communities. Accomplishments from the other projects might include:

Project	Benefit
code enforcement	elimination of blighted housing
	generation of additional low and moderate income housing
	development of programs to conserve good houses
	improvement of overall appearance in the community
	identification of housing programs offering assistance
low and moderate income housing	better housing facilities
	opportunity of NDC group to initiate, build, and manage housing units
	strengthening of a neighborhood
	involvement of a large group of people

small park development	expanded recreation facilities
	improvement of low income areas
	provision of facilities for small children
	development of creative play facilities
neighborhood development program	use of scrap materials from business concerns
	opportunity to put kids in wholesome environment
	teaching work skills
	development of treasury to be used in neighborhood projects
economic development through historic preservation	assessment of the quality of historic buildings
	development of a program of increased tourism
environmental study	creating awareness of environmental problems
	identification of methods which can be utilized to protect environment

Project workers sought to work with citizens and local government on problems they had felt were priority items in their community. Their first hope, that of establishing neighborhood development corporations, as the primary vehicle for actually implementing the program did not prove to be the most effective approach. It appeared that existing organizations, whether civic, professional, or commercial, which have a "community conscience" seemed to offer an equally effective framework for operation. Utilizing existing organizations eliminated the need for creating an additional organization which requires attendance at meetings and other time

consuming activities. If an organization has an active membership and has the necessary legal and administrative flexibility it can be an effective vehicle. Therefore, they worked with both neighborhood development corporations and existing organizations based upon their community contact. As limitations or prescriptions about preferred programs consistent with the State Planning Commission it is desirable that local participants and cooperative agencies should be significantly involved with staff members at the colleges and universities in the planning of programs and in defining the local variations of the problem to be resolved. The goal is to get local participants to identify problems and, working with the university, utilize resources at their disposal to solve these problems or take advantage of particular opportunities.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Curry Peacock	Director	Political Science	40%

STUDENT INVOLVEMENT:

Activity	No. of Students
Researchers/Data Collectors	8
Consultants	2
Community Organizer	2

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded in an effort to establish community development programming at Middle Tennessee State University in line with Title I's goal of strengthening the community service capability of institutions of higher education. Although some program activities were not considered to be within the top priorities of Title I program emphasis, the project enabled the institution to establish meaningful working relationships with community groups and local government units.

COMMUNITY PLANNING SEMINAR

71034007

A project to acquaint the citizens of Cookeville with the need for and benefits of sound community planning; conducted by Tennessee Technological University, Cookeville, Tennessee

PROJECT DIRECTOR

Mr. A. A. Cannella
Associate Professor
Civil Engineering
Tennessee Technological University
Cookeville, Tennessee 38501

PROJECT FUNDS EXPENDED

Federal	$4,855.59
Matching	2,427.98
TOTAL	$7,283.57

COMMUNITY PROBLEM: The City of Cookeville, Tennessee referred to as the "Hub of the Upper Cumberland" has been designated a Model City under the Demonstration Cities and Metropolitan Development Act of 1966. In addition to commencing a first-year action phase of its Model City Program, Cookeville, as well as the entire Upper Cumberland region, is undergoing a major societal transition from primarily agricultural - rural to industrial - urban. Consequently, residents of the region have little understanding of, and virtually no experience with sound community planning. Thus, a great need exists for a public education program on this subject.

PROJECT OBJECTIVES: The specific objective of this project was to provide civic leaders as well as representatives from industry, agriculture, commerce, and ordinary pursuits, a broad understanding of the value and, in fact, the necessity of sound community planning involving the preservation of environmental, historical and aesthetic factors while not inhibiting essential community growth.

PROJECT OPERATIONS: The project consisted of two repeat seminar series conducted over ten-week periods each. Each seminar included ten (10) two-hour lectures given by professional planners with diverse experiences, using aids such as filmstrips, printed analyses of specific planning problems, wall maps and charts. In addition, two field trips demonstrating good and bad planning aspects within the City of Cookeville were conducted.

Topic areas covered by the lectures included:

I. Scope and Methods of City Planning
II. Organization and Administration of Local Planning
III. Basic Studies for Community Planning
IV. Environmental, Historical, and Aesthetic Factors in City Planning
V. Public Buildings, Open Spaces, and City Appearance
VI. Planning of Residential, Business, and Industrial Districts
VII. Zoning and Sub-division Control Regulations
VIII. Redirecting an Unplanned Community
IX. Long-Range Planning and Grantsmanship

Sessions of the first seminar series were held from seven to nine on Monday evenings. Those of the second series were held from seven to nine on Tuesday evenings.

Guest lecturers included:

Mr. Carl Leathers, Planner, Tennessee State Planning Commission
Mr. Earnest Atwood, City Planner, City of Cookeville
Mr. Jerry Hartman, Consultant, Municipal Technical Advisory Service Administration
Mr. Hank Garant, Model City Director, Cookeville

PROJECT EVALUATION: For those participants who consistently attended the seminar series, the program has been very beneficial in that better understanding of and insights to community planning have been provided. Typical comments from attendees include: 1) "I have certainly found these sessions interesting and most informative", 2) "I can see why sound community planning is needed", 3) "I didn't realize all that was involved in Community Planning."

Providing better citizen understanding of the need and value of community planning has been the primary objective of the program for those participating. This objective has been realized. The major disappointment has been the small number of participants. One can offer many reasons for the poor attendance at these seminars. They include: 1) cold and inclement weather, 2) a natural tendency of people not to permit extracurricular educational activity to disrupt their normal routine, 3) the precedence of other events such as athletic, television shows, or social affairs over educational endeavors. Perhaps a more common and overriding reason for poor attendance at these seminars, however, is the widespread feeling of frustration and helplessness which ordinary citizens have toward their government. This is an attitude frequently voiced with respect to local, state, and national governments which does not augur well for a democratic society. It is an attitude that all levels of government should undertake to correct.

INSTITUTIONAL IMPACT: This program has had no immediate impact upon on-going programs at Tennessee Tech. It has provided the Departments of Civil Engineering and Earth Sciences with wider experience in the conduct of adult education programs, and the associated problems. The need for expanded undergraduate offerings in the area of Urban and Rural Planning is receiving more serious attention.

COMMUNITY IMPACT: Relative to the community and local agencies, the response to the program has been disappointing. The local Chamber of Commerce, which had heartily endorsed the program at its inception, had no representation at any of the sessions. No local realtors or land developers attended any sessions. With one exception, no local community officials participated; this in spite of the fact that personal notices were sent to every county and city official in the 14-county Middle Tennessee region. Those individuals who did attend were essentially ordinary citizens desirous of becoming more informed about community planning and thus more responsive as citizens of the community.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
A. A. Cannella	Program Director	Civil Engineering	25%
Harry Lane	Program Coordinator	Earth Sciences	25%

PROJECT PARTICIPANTS: The program did not effectively reach its intended population. The local chamber of commerce had no representation nor were there any local realtors or land developers present. With one exception no local community officials participated. Those individuals who did attend were essentially ordinary citizens desirous of becoming informed about community planning.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project is consistent with Title I's goal to improve the community development process in Tennessee. It was designed to provide a public education program for civic leaders and broad representation from the community to promote understanding of the planning process and the need for sound community planning. The lack of any participation by civic leaders and very limited participation by the general public highlights the common problem of ineffective citizen participation in most local decision-making processes.

SOLID WASTE MANAGEMENT SEMINARS

71042009

A statewide project conducted by The University of Tennessee Center for Government Training for local government officials to increase their knowledge and develop skills necessary to carry out their responsibilities in complying with the regulations of the Tennessee Solid Waste Disposal Act.

PROJECT DIRECTOR

Mr. Don M. Sullivan, Director
U.T. Center for Government Training
323 McLemore Street
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$3,200.00
Matching	1,958.06
TOTAL	$5,158.06

COMMUNITY PROBLEM: There has been a lack of opportunity for local officials to be informed of current trends in proper solid waste management. Local officials are being forced to comply with recently enacted state and federal laws and subsequent regulations dealing with solid waste management. No more than five (5) percent of the Tennessee local officials have previously been engaged in proper solid waste management operations. Therefore, 95 percent of these officials have very little, if any, concept of what proper solid waste management entails. Local Government officials need more exposure to the laws and regulations and their varied applications, such as what alternatives are available for proper disposal of solid waste and their proper applications, how to submit a solid waste disposal feasibility study, what is to be submitted for approval as far as solid waste disposal system, design, and construction plans are concerned.

PROJECT OBJECTIVES: To provide training opportunities for all local government officials which will:

1. Provide them with a complete knowledge of the Tennessee Solid Waste Disposal Act.

2. Increase their knowledge and develop skills necessary to carry out their responsibilities in complying with regulations.

3. To develop a foundation from which local government officials can initiate a program of responsible leadership.

PROJECT OPERATIONS: Program content for the programs through October 31, (Phase I) was composed of the following:

1. Current Solid Waste Regulations governing the planning, construction, operation and maintenance of Solid Waste Processing and Disposal systems in Tennessee.

2. Special provisions established by the 87th General Assembly. These provisions included:

a. Public Chapter 165: All regulations will be enforceable by law on July 1, 1972.
b. Public Chapter 123: "The Litter Control Law of 1971."
c. Public Chapter 100: "State Grants for Local Solid Waste Disposal."
d. Public Chapter 201: Tennessee Solid Waste Act of 1969.

3. Community Organization

a. How a community can get started in Solid Waste Management.
b. How citizens support can be secured.

Copies of all laws and regulations were made available to all participants so they could follow the discussion more closely, and also enable them to ask questions on certain items they did not understand.

The sessions were conducted on an informal basis with lectures, slides, and group discussions. It was presented on an informal basis in order that everyone who had a question could receive an answer.

Competent personnel from the section of Solid Waste Management of the Tennessee Public Health Department served as primary instructors in this first series of seminars. They were:

Charles Orr----------Director
Don Shackelford---------Consultant
Gary Phillips----------Consultant
Mike Apple----------Sanitary Engineer

The first series included eight seminars presented across the state of Tennessee, beginning September 8, and concluding on October 5. Each session was composed of six (6) hours of instruction.

Program content for the program through February 28, (Phase II) was composed of the following:

1. Urban Collections Systems - One-Man System; Two-Man System; Scooter System
2. Rural Collection System
3. Private Collection
4. Transfer Operation
5. Evaluation of Paper Sacks
6. Junk Car Collection
7. Resource Recovery from Municipal Solid Waste
8. Equipment Comparison
9. Cost vs. Size
10. Dump Closing
11. Public Attitude

The different presentations were made informal as possible and panel discussions were provided to enable participants to ask questions of greatest concern to them.

The methodology of the sessions included lectures, slides, films, and panel discussion.

The consultants for the program were the following:

Bill Farnam	Jack Wray
Ben Heslinga	Robert J. Stein
Larry McGinnis	Philip Cocke
Dorcie Yates	Steven Levy
Dr. James Walters	Jim Mueller
Paul McBride	George Davidson
Eugene Wingerter	Dr. Max Wilcomb
Charles Orr	Tom Strickland
Larry Kaufman	

PROJECT EVALUATION: The stated objectives were accomplished in a series of eight seminars held across the State of Tennessee in the first quarter under this project.

In the second quarter at the request of the Tennessee Department of Public Health, a two-day conference was held in Knoxville. The program involved aspects of collection and disposal of solid waste and also land-fill technology. The program was met with great success as the Tennessee Department of Public Health has requested another similar conference in the upcoming year.

The third and final quarter saw no activity under this project as funds were depleted. However, all objectives were accomplished in a very successful presentation of programs. There were six hundred seventy-three participants who attended programs under this project.

INSTITUTIONAL IMPACT: The program now being presented by the University of Tennessee Center for Government Training is the only ongoing program of this type in the State of Tennessee.

As a result of the success and interest created by the program, TVA has asked the Center's assistance in helping to put together a comprehensive training program on solid waste management for the area in which they are working.

As the new solid waste laws came into effect July 1, 1972, the Tennessee Department of Public Health forsees additional training needs and solicits the Center for Government Training's continued involvement in meeting these needs.

COMMUNITY IMPACT: Through the series of programs under this project, many officials have a comprehensive understanding of the laws and regulations and have started a successful solid waste program for their communities. There has been much citizen involvement and support of these projects within their communities as they increased their services for local citizens under a proper solid waste management program.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Don M. Sullivan	Program Director	UTCGT Staff	5%
George T. Himes	Program Coordinator	" "	10%

DEMOGRAPHIC SUMMARY: There were six hundred seventy-three participants who attended programs under this project. The vast majority was composed of professional or semi-professional males. Job titles of the participants are too numerous to list (they included various municipal officials, environmentalists, public health officials, county government officials, city planners and managers, and sanitation experts. They all shared a common interest in solid waste disposal regulations and technology.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was conducted on a Statewide basis to meet a common problem of local governments. It was consistent with Title I's goal to provide special training for the governmental sector. The project promoted a working relationship among the local governmental units, the Tennessee Department of Public Health, and The University of Tennessee Center for Government Training.

TECHNICAL ASSISTANCE TO TENNESSEE CITIES
(INTENSIFIED MANAGEMENT CONSULTATION)

71042010

A pilot effort to provide intensified management consultation to eighteen selected cities in Middle and West Tennessee; conducted by The University of Tennessee Municipal Technical Advisory Service

PROJECT DIRECTOR

Dr. Victor C. Hobday
Executive Director, MTAS
The University of Tennessee
Knoxville, Tennessee 37916

PROJECT FUNDS EXPENDED

Federal			$34,699.87
Matching			
	State Government	8,687.85	
	Local Government	8,662.08	17,349.93
	TOTAL		$52,049.80

COMMUNITY PROBLEM: The various operations and programs under the jurisdiction of even a small municipality have long constituted a complex enterprise that has proven extremely difficult to administer in the over-all interest of the community. The coordination of various services and facilities, as well as expertness in administering numerous functions, has long imposed a strain upon all municipalities, and particularly the smaller ones. It is expensive for an individual municipality to employ a complete municipal management team composed of experts in general municipal administration and functional fields. Many of the policy and administrative officials engaged in the active operations of a municipality are so involved in day-to-day administrative details that they are not able to acquire information on improved methods, new approaches, etc. In many cases, the professional personnel employed in a municipality are engaged in particular functional operations, and do not have an over-all view of the municipal government's program or responsibility to advise the city central executive or legislative body.

PROJECT OBJECTIVES: To improve the management of municipal governments to demonstrate how professional consultants can contribute toward attainment of this objective, and to determine whether cities would partially fund such a service from their own resources.

PROJECT OPERATIONS: Each consultant serves nine cities. He frequently visits each city, personally contacting the mayor and other municipal officials, and he attends most meetings of their governing bodies (council, board of aldermen, etc.). He has responded to their requests for advice, assistance or information on particular problems. Each consultant has also gained some familiarity (and will gain more in time) with each city's situation and problems, and has at times volunteered recommendations and initiated study of some problem areas with concurrence of the municipal officials. The telephone is also extensively utilized as a communications link with officials of the cities served.

PROJECT EVALUATION: The number of requests that continue to be received from participating cities, plus the costs to them in the 1972-73 fiscal year, would seem to indicate that the program has been successful. The competence of the consultants and their readiness to be of service are the principal

factors contributing to such success. The project is being continued in the 1972-73 fiscal year with a second grant under PROGRAM IMPACT, and it is anticipated that it will be continued indefinitely after this year with state and local funds. Presently there are no plans to substantially revise the program.

The usefulness of professional, competent consultants, who can be recruited and retained better by institutions of higher education because the academic environment is more attractive to them, in helping to solve or ameliorate the many complex problems of urban governments today, is the most significant outcome worthy of dissemination to other institutions (if fully funded and implemented on a scale comparable with the agricultural extension service, such urban services would probably be even more useful in relation to urban problems than agricultural services are today in relation to agricultural problems).

INSTITUTIONAL IMPACT: The program was a substantial departure from the existing technical assistance program of the Municipal Technical Advisory Service, which for almost 23 years has been providing consulting services on a statewide basis to cities without any direct charges to the cities served. The arrangement under this program calls for the small number of cities served (nine cities for each consultant) to pay one-sixth of the costs in 1971-72, one-third in 1972-73, and one-half after July 1, 1973. With a smaller number of cities to serve than has been the case for other MTAS consultants, each of the PROGRAM IMPACT consultants has been much more involved in the affairs of his cities, and we have found that cities will utilize their services more when the number is reduced--to the extent that one consultant is unable to respond in timely fashion to the demands made upon him by nine cities--five cities certainly would be a more feasible number from the point of view of manageable workloads, but this might create problems of financing as it would increase the per capita cost to the cities served.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
E. W. Meisenhelder	Consultant	Public Admin.	100%
Dodd A. Southern	Consultant	Public Admin.	100%

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded as a pilot effort to provide intensified management consultation to selected cities in Tennessee. It was consistent with Title I's efforts to provide technical assistance to Tennessee cities. The results of this pilot effort will be used to determine the future methods of providing technical assistance to Tennessee cities.

PART D: STATUS REPORTS FOR PROJECTS STILL IN PROGRESS

70024016 "Community Services Center." This project was originally approved as an "Urban Action Center" designed to develop a permanent organization within Memphis State University dedicated to strengthening the capacity of the University to deal with community problems. A change in project personnel and institutional commitment and philosophy have resulted in the amendment of the project title and activities. The three project components are Ecological Studies, Faculty in Urban Action, and a Speakers Bureau. This project will continue through June 30, 1973. The project should be successful in establishing these three components for continuation by the Division of Continuing Studies as part of its regular program.

71008003 "Seminars in Community Problems." This project includes a series of seminars concerning labor relations in the public sector, local government consolidation, local courts, law enforcement, revenue sharing, and law and environmental control. This project has been effective in strengthening the capability of the Department of Political Science to work in community service programming. It has created visibility for this Department as a community resource.

71042005 "Continuing Development for Assessors of Property." This is a continuation and refinement of a comprehensive assessor training program initiated under two previous Title I projects. This project is designed to provide training in specialized areas of appraising and to continue the availability of the certification for assessors and their deputies by offering the 5-part comprehensive program developed under the earlier projects. Some activities will be concerned with implementing the recently approved Constitutional Amendment affecting the classification of property.

71004006 "Technical Assistance in Housing." This project provides financial and accounting management assistance and training for non-profit housing development corporations to enable them to utilize federal and other assistance available to them in the construction of housing for low-income people. A manual of financial and accounting management procedures for non-profit housing corporations will be developed and published.

71042008 "Community Leadership Development for Community Action Agencies." This project provides leadership development training for the professional and paraprofessional personnel of the five Community Action Agencies in the 13-county Mid-Cumberland Council of Governments in an effort to improve program planning, development, implementation, and evaluation. The Community Action Agencies have developed some new approaches to solving problems of the poor

as a result of the various training segments. Their community service capability is being increased because of the additional methods of interviewing, counseling, and more effective ways of handling human relations problems.

71033011 "Consumer Education Project." This project was one of several localized efforts preceding the development of the Statewide Consumer Education Program under Title I. This project has two phases of activity. Phase I trained selected community aides from low-income areas to function proficiently as teacher aides, contact persons, and consultants on consumer education. Phase II provides a continuing series of sessions on consumer education in the disadvantaged neighborhoods of Nashville. This phase will be continued after completion of this project.

71042012 "Comprehensive Consumer Education Project." This is an expansion of a previous Title I project and another localized effort that led to development of the Statewide Consumer Education Program under Title I. This project provides training for teachers and teacher aides in the content and methodology of consumer education. It also provides consumer education information to adults in the continuing education classes in the Chattanooga and Hamilton County public school systems, in the Community Action Centers, in the Model Cities area, in the Senior Neighborhood Center, and through the medium of educational television. It provides general information and assistance in consumer problems through established centers and disseminates consumer information to community organizations through a speakers bureau.

71042013 "Legal Rights for Low-Income Community Leaders." This project is designed to increase the legal competence of low-income residents of Knox County and to develop increased awareness of legal rights among opinion brokers in the low-income community through a series of presentations to neighborhood aides, group leaders, and New Careers trainees. This project has also produced a detailed brochure on "Entitlement Under Section 235 of the National Housing Act."

71043014 "Urban Education for Present and Emerging Civic Leaders." Funded in conjunction with the Nashville Urban Observatory, this project originally contained three components: (1) training for Metro Council members and State legislators from Nashville; (2) Training for existing or emerging community leaders; and (3) Development and publication of a Housing Resources Directory. Subsequent developments led to the cancellation of the third component and the substitution of a training and development program for the 37 lay members of the Matthew Walker Health Association which serves as a policy advisory board to the OEO-funded Matthew Walker Community Health Center.

71042015 "Development of Statewide Governmental Training." This project is designed to develop a Statewide governmental training program involving regional colleges and universities. Concurrent with the development of this Statewide delivery system, a survey of State and local government manpower and training needs will be conducted. Regional conferences are being conducted to verify survey results before publication of the Statewide Training Needs Survey.

72032001 "Private Higher Education Approach to Community Service." This project will work with the presidents and adult education directors of the 39 private colleges and universities in Tennessee in an effort (1) to create a sense of responsibility among them to help organize and design programs for State and local public officials and citizens; and (2) to create the beginnings of a systematic partnership between the public and private institutions to provide significant continuing education in local community development, public affairs, and human resource development.

72042002 "Task Force Planning for Community Development." This project will revolve around an advisory task force, entitled the Committee on Community Achievement, which will have the purpose of serving as an advisory review board, resource developer, and communications channelizer for the City of Martin in regard to its overall plans for community development. The specific objectives are (1) to generate greater citizen and group awareness of and involvement in community growth planning; and (2) to provide needed technical informational assistance to the City of Martin by drawing from the expert knowledge of the faculty.

72042003 "Management Training for the Disadvantaged Community." This project is designed (1) to contribute to the development of new business and the upgrading of existing business in the minority community of Knoxville, Jefferson City, Morristown, and Newport; (2) to increase participants' knowledge and understanding of business management and its relevance to participants' existing and potential organizations for the purpose of community development; (3) to open communications with selected business leaders in the larger business community as well as with government representatives to facilitate future interaction by program graduates for such purposes as acquiring loans or employment in the Knoxville area; and (4) to provide information concerning possible business opportunities by a limited market assessment of the Knoxville area.

72042005 "Statewide Consumer Education I." This project is designed to provide consumer education training sessions for professionals, paraprofessionals, and volunteers who work with the disadvantaged.

It will provide approximately 50 workshops for 1600 participants across the State. These workshops will consist of 12-20 hours of instruction on counseling techniques, motivating and relating to the disadvantaged, and the major areas of concern in consumer education. This is the first major Statewide multi-institutional program developed under the aegis of the State Agency. The program involves The University of Tennessee at Nashville (as coordinating institution), Cleveland State Community College, East Tennessee State University, Lambuth College, Tennessee State University, Tennessee Technological University, The University of Tennessee at Chattanooga, The University of Tennessee, Knoxville, and The University of Tennessee Center for Government Training.

PART E: STATE ADMINISTRATION

ELIGIBLE INSTITUTIONS:

In the state of Tennessee there were fifty institutions of higher education eligible to participate under Title I HEA in FY 1972. Fourteen institutions submitted a total of twenty-six proposals during the year.

Type of Institution	Number	Proposals Submitted
Four year public	7	6
Four year private	29	5
Two year public	8	3
Two year private	6	0

PROPOSALS BY PROBLEM AREA:

Problem Area	No. of Proposals Received	ID Numbers of Approved Proposals
Community Development Services	12	72032001, 72042002, 72042003, 72018006 72042007
Governmental Organization Services	6	72042004
Human Resource Development Services	8	72042005

INSTITUTIONAL PARTICIPATION:

	Four Year Public	Four Year Private	Two Year Public	Two Year Private
Primary Institutions Having Proposals Approved	1	2	0	0
Primary and Cooperating Institutions Receiving Title I Funds	4	4	1	0
Institutions Participating in Projects in Primary or Cooperating Role	5	5	1	0

NUMBER OF PROPOSALS WHICH WERE NOT FUNDED FOR EACH OF THE FOLLOWING REASONS:

Ineligibility (Under Title I, HEA)	3
Not within the priorities	8
Not an adequate proposal	8
Insufficiency of Federal funds	0

One should not be misled by the last item above. Since the State Agency knows the general amount of Federal funds that will be available for funding, we are conservative in our efforts to stimulate the development of programs under Title I. Due to the limited funds available, we tend to discourage institutions from submitting proposals that would exceed $50,000 in total program costs. However, additional Federal funds of $150,000 would have resulted in more comprehensive approaches and more realistic (longer) budget periods for several of the approved programs, especially the Statewide Consumer Education Program.

PRIMARY INITIATORS OF PROJECTS APPROVED:

Project I.D. Number	Initiator
72032001	University Administration
72042002	Faculty and Local Government
72042003	Faculty
72042004	Tennessee Municipal League
72042005	State Agency for Title I
72018006	University Administration
72042007	Faculty

MEANS USED BY THE STATE AGENCY TO FOSTER COMMUNICATIONS AMONG INSTITUTIONS AND PROJECT DIRECTORS: The State Agency staff visited eleven operating projects during the year. One Statewide conference was held and ten newsletters were sent out. In addition, the staff held meetings with the project director, project personnel, and administrative personnel at the participating institutions for six of the seven new projects funded. We constantly provide pertinent information on problem areas and program approaches to project directors. We encourage and foster cooperation among related projects. There are routine written communications concerning reporting requirements and numerous telephone conversations with project directors and institutional representatives during the year. The State Agency distributes to all project directors copies of useful documents published under other Title I projects.

STEPS TAKEN TO ADVISE INSTITUTIONS OF ALTERNATE SOURCES OF FEDERAL FUNDS:

The FY 1972 Annual Program Amendment points out (1) that substantial funds are available through other Federal and State programs for problems such as environmental quality, drug education, health, law enforcement, and transportation; and (2) that these are not high priority areas under Title I in Tennessee. A Title I Newsletter (September 24, 1971) repeated these points and recommended that institutions developing proposals in these areas investigate the possibility of available funds from other sources before requesting Title I assistance. In addition, in each instance where a preliminary proposal was discouraged a serious effort was made to refer it to other possible sources of funding at the State and Federal level.

STEPS TAKEN TO COORDINATE THE DEVELOPMENT AND REVIEW OF THE PLANS AND PROJECTS OF OTHER STATE AND LOCALLY ADMINISTERED FEDERAL PROGRAMS:

The Director of the State Agency for Title I has a close working relationship with the State administrator of the Intergovernmental Personnel Act in the State Department of Personnel. The State Agency also works closely with the Director of the State Office of Urban and Federal Affairs who represents the Governor's Office on a broad range of State and Federal programs. The State Agency has a working relationship with the four Model Cities through participating institutions of higher education. The State Agency is continually alert in its efforts to develop a working relationship with other state and locally administered Federal programs.

PART F: EVALUATION OF THE STATE PROGRAM

The Challenge. Since the inception of the Title I program, Tennessee, along with many other states, has attempted to fund many varying programs through the greatest possible number of institutions. This has been partially effective in attacking a wide variety of community problems and it is hoped that many of the institutions will continue the best of these programs through their own efforts.

However, in light of continued minimum federal funding for Title I, there is a change of thrust from Washington which coincides with State Agency plans for community service and continuing education programming in Tennessee. This new direction suggests the desirability of carefully choosing two or three principal program needs and trying to concentrate efforts in these areas. In a recent communication the U. S. Office of Education (Title I Branch) stated:

> *"If there is one consistent criticism of (the Community Service and Continuing Education) program in the Administration and Congress it is the tendency of State Agencies to spread limited dollars too thin among far too many projects. We would encourage States not only to limit the number of priority problem areas, but to also limit the number of projects to three or four during each year that appropriations remain at the present level. On a consortium basis more than three or four institutions could participate annually, but they would direct resources to a single problem area under a level of support that would make success more likely and contribute to rigorous evaluation of project impact."*

Background. To perform this task, the State Agency planned to use the State Advisory Council meeting scheduled for December 4, 1970, as a work session to review, refine, and sharpen the focus on the problem areas and priorities in the fiscal year 1971 annual program amendment. It was hoped that this effort could consolidate the past "shotgun pattern" of disparate programs Statewide into a more comprehensive attack on the current priority problems, resulting in the optimum utilization of limited federal funds.

At the fall meeting of the State Advisory Council for Title I, Dr. Hal R. Ramer appointed an ad hoc Committee to assist the State Agency in its efforts to sharpen the focus on the problem areas and priorities for future Title I programming. The State Agency met with this Committee in Nashville on February 3, 1971. At this meeting it was decided that a new in-depth identification of community needs would closely parallel the results of the initial demonstration project in 1966, which is updated on a continuing basis through the use of current research information and activities related to community problems and community service programming. For the last several fiscal years the annual program amendment has set Statewide program priorities in two or three areas. However, these areas were designed to be broad enough to stimulate meaningful approaches to community problems in any eligible problem area.

Preliminary efforts to narrow the focus of program impact has resulted in the designation of three areas for programming in fiscal year 1972. Again these areas of program emphasis appear to be broad, but the intent is to narrow the focus and group programming in three priority areas that promise measurable impact. The State Agency has determined that priority should be grouped during the fiscal year 1972 into these basic areas:

1. Community Development Services - 40 per cent;

2. Governmental Organization Services - 35 per cent;

3. Human Resource Development Services - 25 per cent.

These priorities were established after consultation with the State Advisory Council on May 28, 1971. Due consideration was given to the existence of other federally financed programs dealing with similar and other community problems (including the Model Cities Program, the Environmental Education Act, the Drug Abuse Education Act of 1970, the Education Professions Development Act, Title VIII of the Housing Act of 1964, the National Foundation on the Arts and Humanities Act, the Appalachian Regional Commission, and the Office of Economic Opportunity), and to the resources of institutions of higher education that are existent for, and adapted to, the development and operation of community service programs related to specific aspects of the selected community problems.

The State Agency recognizes that substantial funds are available through other federal and State programs for problems such as environmental quality, drug education, health, law enforcement, and transportation. Significant programs for these and other problems in a similar situation will not receive high priority in the program focus for fiscal year 1972. However, there may be supportive or cooperative roles for community service programs in respect to a number of these problems. The State Agency will not preclude the submission of proposals which are concerned with the above problems, or aspects of community problems which may not be specifically described in this annual program amendment.

The efforts to sharpen the focus on the problem areas and priorities for future Title I programming will be a continuous process. The above problem areas and priorities are a first step in this direction.

An original aim of Title I to utilize as many institutions as possible in the program may suffer due to limited federal funding and the expediency required for continued funding in the short run. However, institutions which have previously participated in Title I programming in Tennessee could continue their participation through consortium arrangements. For such consortiums to be truly viable and to be able to conduct meaningful programs, a real partnership effort in developing and conducting programs will be required by participating institutions. This will call for a sharing of responsibilities and duties to a degree not generally characteristic of previous consortium arrangements.

The State Agency also strongly encourages participating institutions to work closely with community organizations and government officials in their area in developing priority programs. For regional and Statewide programs maximum cooperation/coordination will be required between participating institutions, councils of government, development districts, and appropriate State Government units.

Although the State Agency is committed to stimulating institutional participation and strengthening the community service programs of colleges and universities, the main emphasis of Title I programming will have to be on assisting in the solution of community problems. These two goals are inseparable but the deciding factor in program funding will have to be the priority and relevance of the problem area.

Operating Philosophy and Statewide Objectives. It is the intention of Title I in Tennessee (1) to encourage all institutions of higher education to contribute as fully as possible to the solution of community problems through community service and continuing education programs, and (2) to encourage these colleges and universities to strengthen and improve their institutional competencies in community service programming for the ultimate purpose of assisting the people of Tennessee in the solution of community problems. To this end an effort will be made to encourage creative program efforts on a broad range of problem areas, even though these do not fall within the major emphasis areas described above. This section on operating philosophy and statewide objectives is designed to help participating institutions to develop or improve or strengthen their community service programs aimed at helping people in solving the community problems identified by the State Agency as priority problems for Title I programming.

The FY 1972 Annual Program Amendment has been developed to use the community service and continuing education process in Tennessee to aid in solving public problems, with special emphasis on urban and suburban problems. The development of these services for Tennessee will be accomplished by a flexible, permissive system that encourages innovation rather than one that prescribes problems and approaches in detail.

Title I is designated to aid community service and continuing education efforts in problem solving that are appropriate to higher education institutions. This, of course, requires a commitment on the part of the college or university to assist people in the solution of community problems and a desire to cement, on a more-or-less permanent basis, an effective and viable relationship between our institutions and our communities.

Ideally, any college or university desirous of participating in educational and training programs under Title I ought to do these three things: (1) ascertain its own commitment and interest in certain areas of community service and continuing education, and not be tempted to let the federal funds stimulate it to go in certain directions it does not desire to go; (2) determine which aspects of its public service program it wishes to develop and strengthen (which will also assist in the solution of identified community problems) and which

aspects it would be willing to maintain in the future (in the event that Title I funds were no longer available); and (3) at this point, submit Title I proposals that will (a) be in line with its own commitment and interests, and (b) aid the institution in the development of its identified continuing education and community service program. This will preclude an institution of higher education from being stimulated in ways it does not desire to be stimulated.

Title I was enacted with the assumption that colleges and universities possess a body of knowledge, skills, and information which could be readily and effectively applied to the solution of community problems and that these institutions were just waiting for a vehicle such as Title I to be created so they could apply these resources. For all their knowledge and expertise, colleges and universities have not moved, as quickly and as effectively as anticipated, to get involved in their communities--however they define them. In fact, some institutions harbor a reluctance to do so, clinging to the traditional functions of teaching and research while giving only lip-service and catalogue rhetoric to the function of community service and continuing education for adults.

The State Agency sees the problem of helping or encouraging higher educational institutions to become really meaningfully involved in their communities as a significant one in Tennessee. As mentioned above, a visible, tangible commitment on the part of the institutions to the public service function is a necessary condition for the resolution of community problems. In order for this commitment to be a sufficient condition, institutions must determine, individually, how they can best serve their communities in line with their particular strengths.

Program Operations. In implementing the objectives of the Fiscal Year 1972 Annual Program Amendment, it was felt that emphasis should be placed on multi-institutional cooperative programs in an effort to develop at least one program of regional or Statewide coverage. It was hoped that participating institutions would cooperate in conducting a program designed to meet a Statewide priority need. In continuing consultation with the State Advisory Council, it was decided the State Agency should take a strong leadership role in planning and developing such a program, involving 10-15 institutions of higher education.

On September 1, 1971, the State Agency initiated an annual one-day Workshop for Project Directors and Institutional Representatives. This annual Workshop has a two-fold purpose: (1) to promote communication, cooperation, and coordination among directors of on-going Title I projects by making it possible for them to learn about project operations and accomplishments through personal contact with project personnel; and (2) to involve more directly institutional representatives from participating institutions in Title I program development through a discussion of program priorities and specific institutional interests.

The directors of fifteen Title I projects shared information on their programs at the Workshop. Fourteen selected campuses across the State were invited to send representatives to discuss program interests within the priorities and areas of program emphasis set forth in the Fiscal Year 1972 Annual Program Amendment. The Executive Committee of the State Advisory Council also

participated in this discussion. As a result of the various interests and program thrusts discussed at the Workshop, it was decided that all programming in the Human Resource Development Services category would be devoted to Consumer Education on a Statewide basis.

To encourage and facilitate a comprehensive approach to programming in Consumer Education, the State Agency sponsored a planning session for selected institutions on September 29, 1971. Twelve campuses and three government agencies sent representatives. At the beginning of the planning session the State Agency asked the institutional representatives to assume leadership roles in developing a comprehensive approach to consumer education on a Statewide basis. Several hours of group discussion and brainstorming resulted in the formation of two volunteer committees to continue working on specifics in the areas of curriculum and delivery systems. During the next six months, the State Agency sponsored ten planning sessions, which culminated in the activation of a Statewide Consumer Education Program in Tennessee.

Because of the extent of this problem area, the limited funds available under Title I, and the many other State, Federal, and business programs in Consumer Education, the Title I program effort will serve as a stimulating force for a more comprehensive, cooperative program involving the resources available. It is projected that this will be a major program emphasis of Title I for two-to-three years.

Eleven campuses, five government agencies, and numerous community groups are involved in the project. First year activities include approximately 60 workshops for 2000 professionals, paraprofessionals, and volunteers who work with the disadvantaged. The project also includes a pilot inservice training workshop for public school personnel designed to increase their awareness and informational level in consumer education affairs in order to incorporate consumer education into the public school curriculum. It is estimated that this pilot workshop in three counties will reach 600 teachers in grades 6, 7, and 8. This component has significant potential for cooperative programming between higher education, public schools, and the State Department of Education. Total funds for this Statewide program are $118,176.00 ($78,664.00 federal).

This is the first major Statewide multi-institutional program developed under the aegis of the State Agency. This developmental effort has produced an effective mechanism for cooperative programming among the participating institutions and agencies which can serve as a vehicle for other program interests.

The Statewide Program, under the coordination of The University of Tennessee at Nashville, involves Cleveland State Community College, East Tennessee State University, Lambuth College, Memphis State University, Tennessee State University, Tennessee Technological University, Tennessee Wesleyan College, The University of Tennessee at Chattanooga, The University of Tennessee, Knoxville, and The University of Tennessee Center for Government Training. Government agencies involved are the Tennessee Department of Education, the Tennessee Department of Public Health, the Tennessee Department of Public Welfare, the Tennessee Office of Economic Opportunity, and the Mid-Cumberland Council of Governments and Development District.

The Statewide Consumer Education Program Development Committee, composed of representatives of these institutions, agencies, and the State Agency for Title I, has been responsible for planning and developing the overall program. This is an informal, cooperative arrangement that has worked well as a consensus process.

In addition to this major program effort in Consumer Education, the State Agency has funded six other projects during FY 1972. Two of these projects (72018001 and 72042007) are designed to improve or strengthen the community service capability of institutions of higher education on a collective basis. The first of these projects was aimed at the 39 private institutions of higher education in Tennessee and the second was aimed at the recently established public network of nine community colleges.

The State Agency also funded two projects (72042002 and 72018006) in the general area of community development. While these were directed at specific problems, they were new efforts by two campuses to become involved in the community service process. Both of these projects were viewed as efforts to strengthen the community service capacity of these two institutions.

Accomplishments. In view of the continuing challenge to limit the number of priority problem areas and the number of projects each year, the State Agency would call attention to some significant accomplishments achieved in the administration of the Title I program in Tennessee during fiscal year 1972.

-- Began the process of narrowing the number of priority problem areas, selecting three basic program categories and attempting to refine program thrusts in each.

-- Reduced the number of projects funded in FY 1972 to seven, down from fifteen in FY 1971.

-- Initiated an annual one-day Workshop of Project Directors and Institutional Representatives to further program communication, cooperation, and coordination and to increase the institutional role in Title I program development.

-- Provided the leadership to develop the first major Statewide multi-institutional program under Title I. This cooperative programming mechanism among participating institutions and government agencies is a first for Tennessee, and it can and will serve as a vehicle for other program interests. We intend for it to serve as a delivery system for programming outside the governmental training area. This Statewide Consumer Education Program and the resultant delivery mechanism have been developed through a meaningful cooperative partnership with relevant input from all participating institutions, government agencies, and community groups. The deliberations

-- and final actions on planning and developing this program are arrived at through a consensual process.

-- Involved two new institutions in participating in the Title I program for the first time, both in connection with the Statewide Consumer Education Program. One institution is a small church-related private college and one is a relatively new community college. It is doubtful they would have been able to participate effectively without the advantages afforded by a Statewide program developed through a consortia arrangement.

-- Involved two institutions in renewed participation in the Title I program; one institution had not participated since FY 1966, one had not participated since FY 1968. Both of these projects were comprehensive attempts by the institutions to work in the community development process.

-- Increased participation of the State Advisory Council and its Executive Committee in administrative activities of the State Agency.

The State Agency views FY 1972 as the beginning of a continuous effort to develop comprehensive processes which will utilize the higher education resources in Tennessee to aid in the solution of significant community problems.

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Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under Title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the:

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Program IMPACT: Institutions and Municipalities in Partnership Assisting Communities through Teamwork

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